

**Integrated  
Environmental  
Curriculum Gr. 5/6 Yr.B**

Topics: **Sustainable Systems**

**Term 2011  
6 Week unit**

**VELs Links...Level 4 (for VELs links to other integrated domains, see appendix)**

**Driving VELs ... Science**

**from Learning Focus:**

- \* Students explore the concept of relationship; for example, food chains and energy flow along food chains in terrestrial and aquatic environments.
- \* Students practise framing and investigating questions that interest them and are drawn from locally based issues; for example, sustainability of farming practices, comparative efficiencies of alternative forms and sources of energy used in the community, effectiveness of school recycling programs or the use of new technology.
- \* Central to this is their understanding that some questions are open to investigation while others require reasoning and discussion, and that science knowledge is improved and changed by the outcomes of new investigations and explorations.
- \* Students use a variety of measuring instruments, including alcohol and digital thermometers, to develop an understanding of error in measurement, relating to both the instrument and instrument use. They use this understanding to consider the appropriateness of the inferences and solutions drawn from the evidence and data, and to consider their own responsibilities and safety requirements when working with a variety of instruments and materials.

**from Standards**

*Science knowledge and understanding*

- \* Students identify and explain the relationships that exist within and between food chains in the environment.
- \* Students use everyday examples to illustrate the transforming and transferring of energy.

*Science at Work*

- \* Students analyse a range of science-related local issues and describe the relevance of science to their own and other people's lives.
- \* Students explain how sustainable practices have been developed and/or are applied in their local environment.
- \* Students design and build simple models and write an account of the science that is central to explanation of the model.
- \* They use diagrams and symbols to explain procedures used when reporting on their investigations.

**Basic Understandings:**

1. Safety for self and others is paramount when undertaking under all tasks in the OASIS.
2. All life needs an energy source.
3. Energy can come from non renewable (finite) or renewable (on going) sources.
4. Managing systems helps us to manage resources.
5. Renewable energies is an exciting source of energy for the future.
6. All life is interconnected.